Module Descriptor

Title	English Language Skills 10.2		
Session	2025/26	**Status**	
Code	ENGL10006	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	TBC		

Summary of Module

This module is designed for learners with a mid-high advanced level of English who would like to build on this to reach CEFR Level high C1 (mid-high advanced) and who need to be able to express increasingly complex concepts in English with confidence.

In this module, students will continue to engage in guided practice with and use of all four English language skills, which is further augmented by weekly in class skill-based tasks and independent study.

As students are taking content-based modules elsewhere in their BA EL programme, they will now be able to incorporate further research on, discussion of, and output related to, the content of these modules, in a progressively knowledgeable and critical manner, moving towards an improved ability to make critical judgements regarding complex issues and identifying ways that changes in practice and thinking can be facilitated.

Work-related and workplace opportunities will be explored, where appropriate, to enable learners to develop global citizenship skills, foster inclusivity and an appreciation of the wellbeing of others in order to enable them to be ready for work in local and global contexts, as well as conduct research a level that demonstrates a critical familiarity with the methodologies involved in research of these complex topics.

It is a core module for students studying BA English Language but will also serve as an option for those who want to take a complementary language course. It will develop specialist language knowledge and communication skills as well as learner autonomy and initiative.

Module Delivery Method	On-Campus[1]	Hybrid[2]	Online[3]	Work -Based Learning[4]
	☒	☐	☐	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

						☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Communicate orally at an intermediate level on topics such as current affairs, science, language learning, education, and other relevant topics at approximately high C1 level of CEFR
L2	Demonstrate competence in listening skills in English at high C1 level of CEFR
L3	Extract a gist and some specified detail of texts relating to current affairs, science, language learning, education, and other relevant topics at approximately high C1 level of CEFR
L4	Write texts in English regarding current affairs, science, language learning, education, and other relevant topics, at approximately high C1 level of CEFR
L5	Demonstrate an understanding of grammatical, lexical and phonological features of English, at an approximately high C1 level of CEFR

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Knowledge and understanding of the ways in which issues relevant to the BA English language programme are developed, including a range of established techniques of enquiry or research methodologies
Practice: Applied Knowledge and Understanding	**SCQF 10** In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes for tasks associated the themes relevant to the BA English language programme.
Generic Cognitive skills	**SCQF 10** Critically review and consolidate knowledge, skills, practices and thinking on issues relevant to the content of the BA English language programme
Communication, ICT and Numeracy Skills	**SCQF 10** Undertake critical evaluations of a wide range of numerical and graphical data in relation to themes relevant to the BA English language programme.
Autonomy, Accountability	**SCQF 10**

and Working with Others	Work with others to identify ways to bring about change, development and/or new thinking on tasks relevant to the BA English language programme.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bailey, S. (2014). Academic Writing: A Handbook for International Students (4th ed.). Routledge. https://doi.org/10.4324/9781315768960

Gray, D.E. (2021). Doing Research in the Real World, 5th edition. Sage Publishing.

Silverman, D. (2022) Qualitative Research, 5th edition. Sage Publishing.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

All fulltime students (part-time should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to

UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:
http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☒ No **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Languages
Moderator	TBC
External Examiner	TBC
Accreditation Details	UWS
Module Appears in CPD catalogue	☒ Yes ☐ No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of work (70%)
Assessment 2
Class Test (30%)
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Work	☒	☐	☒	☒	☒	70	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class Test	☐	☒	☒	☒	☒	30	2

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	When	Who
Transfer to new template	Oct 24	K Highet